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ABSTRACT

The status of women was examined by a committee of men and women for an academic year, with consideration given to studies from other major universities and informed witness testimony. Discriminatory practices and means of complying with anti-discriminatory legislation are discussed. Recommendations are offered on: the role of women who can serve only part-time; tenure for part-time faculty women; recruitment, salaries, and promotion of women faculty members; recruitment of women for graduate study; policy of hiring husband and wife; and opportunities for women's studies was not examined due to an apparent trend of universities to move away from such separate curriculums. A body of supportive evidence is included to support the recommendations made. It is further suggested that copies of the report be given to department chairpersons and that an on-going College Commission be appointed. (LBH)

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ARIZONA STATE UNIVERSITY
COLLEGE OF LIBERAL ARTS
OFFICE OF THE DEAN

MEMORANDUM

TEMPE, ARIZONA 85281

TO: Faculty, College of Liberal Arts

FROM: George A. Peek, Jr., Dean

SUBJECT: Committee Report on the Status of Women

DATE: June 1, 1973

Enclosed is a copy of the report made to me by the College Committee on the Status of Women. The Committee, composed of both men and women, studied this matter for an academic year, examined studies from other major universities, heard testimony from informed and knowledgeable persons, and rendered a balanced, thoughtful and perceptive report. I am requesting the chairperson of your department to employ either the departmental personnel committee or a specially appointed committee to examine and discuss the committee report. The College will establish a College Committee on the Status of Women to work with and exchange information with your committee.

I think you know my position on this issue. I am in complete agreement with the tenor and thrust of the report. The College is quite prepared to use its resources to ensure the implementation of the Committee recommendations, a number of which may require University and Regential approval. The direction of the report reminds me of the statement on an inspection sticker posted on the windshields of automobiles in the Commonwealth of Virginia in the 1930's. "Dim you lights. Courtesy requires it. The law demands it." The Committee report states: Achieve equal opportunity employment. Equity requires it. The law demands it.

GAP/cw

HE006 957

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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MEMORANDUM

TO: George A. Peek, Jr., Dean, College of Liberal Arts

FROM: Study Committee on the Status of Women

Professor Helene Hoover-Department of Home Economics, Chairperson
Professor Judith Radke-Department of Foreign Languages
Professor Norma Pike-Department of H. P. E. R.
Professor James Schoenwetter-Department of Anthropology
Professor Richard Juvet-Department of Chemistry
Professor Leonard Gordon-Department of Sociology
Dr. Mary Anderson-Assistant to the Dean
Dr. Joyce Foster-Assistant to the Academic Vice President

SUBJECT: Final Committee Report

DATE: May 24, 1973

Attached is a report of the Study Committee on the Status of Women which you appointed October 30, 1973, and charged with studying and making recommendations concerning the following:

The role of women who can serve only part-time
Tenure for part-time faculty women
Recruitment, salaries and promotion of women faculty
Recruitment of women for graduate study
Policy of hiring husband and wife
Opportunities for administrative responsibilities for women
Courses pertaining to women in college curriculums

The Committee has studied and set forth recommendations regarding all but the item pertaining to women's studies which was not dealt with because of an apparent trend of universities to move away from such separate curriculums.

The report consists of three parts: a discussion of discriminatory practices and means of complying with anti-discriminatory legislation (pp. 1-5); a series of recommendations regarding recruitment, salaries, promotions, tenure, leave, and other areas of concern (pp. 6-10); and a body of supportive evidence (pp. 11-21).

It is the recommendation of the Committee that copies of the report be given to Department Chairpersons and that an on-going College Commission be appointed. (Item 10, p. 9)

The report represents unanimous approval of the committee members.

As Committee Members we wish to express our appreciation for your concern with the status of women in the College of Liberal Arts which has made it possible for us to have the opportunity of serving on this Committee.

## Discriminatory Practices

Discriminatory practices are those which serve to exclude equally qualified persons from some rank, activity, or work because of race, creed, color, religion, national origin or sex. The Ad Hoc Committee on the Status of Women recognizes a number of categories of discriminatory practices directed against women in the College of Liberal Arts. These occur in the areas of recruitment, equity in pay and contract status, equal application of performance criteria, part-time employment, equal consideration for granting of leave and released time, appointment to decision-making committees and administrative posts, and rank and tenure status. There is some general confusion regarding the relationship between discriminatory practices and prejudice. Discriminatory practices are often based on, or justified by, prejudices. But a practice may be discriminatory without being based on prejudice.

The law is not directed towards attitudes, such as prejudice; it is directed towards behavior which injures by not providing for equal opportunity of qualified persons. The law states that discriminatory practices relative to employment are illegal. The law further states that the burden of proof is on the employer, and that if required he must demonstrate that the employment practices he implements are in fact non-discriminatory. Additionally, the law provides that redress may be granted for discriminatory practices undertaken in the past, subject to specified time limitations.

The most direct form of compliance with the law is the issuance of an affirmative action plan by an employer. An affirmative action plan states a series of employment goals relative to issues of discriminatory practice (e. g., the issue of equal opportunity of promotion). The plan also states a series of procedures which are to be implemented in pursuit of the goals. The plan further states a timetable for achievement of the goals which is reasonable in light of the procedures stated.

An affirmative action plan should recognize the nature of discriminatory practices which have been undertaken in the past which are obviated by the goals set for the future. The plan must further state procedures which will be implemented to provide redress from discriminatory practices undertaken prior to the date the plan goes into effect. Affirmative action is of three types: (1) planning; (2) implementing planned actions; and (3) acting to provide redress for past discriminatory actions. It is quite clear that affirmative action involves doing, not just talking.

Discriminatory practices are to be recognized as being of two major types: those directed at individuals and those directed at members of a class. Redress from discriminatory practices of the two types, both of which are illegal, demands two policy formulations.

Discriminatory practices directed at individuals are most clearly recognized by those individuals through comparison with other members of a group to which they recognize themselves as belonging. For example, an individual may recognize that, in comparison with specific other persons employed to accomplish the same job, he or she has been discriminated against relative to job promotion. A reasonable course of action is for the individual to file a complaint with a body competent to hear evidence and judge the validity of the complaint. Grievance Committees ostensibly exist for this purpose, but are powerless unless they can adjudicate and command that restitution and redress for any discriminatory practice be made. "Affirmative action" is possible only when the judges have this power.

Discriminatory practices directed at members of a class demand a policy designed to protect the class. This is true whether or not all or even many of the members of the class recognize that the discrimination occurs. It may occur that individuals within the class are favored as exceptions to discriminatory practices for one reason or another. Such individuals remain members of the class despite their favored status as individuals. They must be recognized as discriminated against only to a lesser (perhaps insignificant) degree. They cannot be considered exemplary models for judgment of others of the class. If it were to be found evident that women were discriminated against as regards promotion as a class, and one or more women were found to be exceptions to this general rule, those who are the exceptions cannot be cited as exemplary models for judgment of others of the class. The evidence that women were discriminated against as a class would be held the more valid. Affirmative action would involve redress for all members of the class against whom discrimination was practiced.

Because the members of a class may not individually recognize discrimination directed towards the class, and because the discrimination is not directed towards individuals, it cannot be anticipated that individuals will bring complaint for class discrimination. In fact, it is almost impossible for an individual to support such a complaint if brought as a member of a class. If the discrimination actually exists against the class of which the individual is a member, the individual may not be allowed access to information which would provide a convincing case for discrimination. If there is in fact no sound basis for the complaint, but the individual believes

there might be, the individual may be convinced that the information actually exists but he is being denied access to it by those whom he believes are discriminating against members of his class.

In light of this, the law provides that an individual may bring his complaint about discriminatory practices in employment before a federal agency empowered to subpoena such evidence as might support the complaint. The agency is fact-finding in character. Once a complaint is brought, the burden of proof is upon those named responsible for the discrimination. Those representing the class need only demonstrate that a pattern of evidence exists which may be interpreted as the result of discriminatory practices. The burden of proof is thrown upon the employer to show that this pattern of evidence is specious and not due to discriminatory practices directed against the class.

The employer in such a case has two forms of recourse. He may demonstrate to the satisfaction of a court that no discrimination is involved. Or, he may demonstrate that he has recognized that patterns of discrimination do exist, or have existed in the past, and that he is doing something about them. If a plan to provide redress from discrimination for members of the class had been formulated and had been implemented prior to the time the complaint was filed, the law recognizes that progress is being made. Even though discrimination may be apparent, the existence of affirmative action to end discrimination is taken as a sign of good faith on the part of the employer to resolve the complaint brought against him.

It is imperative that each employer within the College recognize the severity of the problem and the enormity of the issue. The national pattern of discrimination against women in the areas of hiring, tenure, salary scale and promotion is quite sufficient for court action to be taken. The same pattern is evident in many departments within the College. If the departments, individually, and the College, as a body, do not formulate and implement plans to provide redress from discrimination for members of this class, court action is merely a matter of time.

## Preparation of Affirmative Action Plans

The Committee suggests that each department in the College prepare a plan, and that the Dean prepare a plan covering employees whose administrative duties are regulated directly by the Dean. Differences among the academic disciplines in relation to traditions, routines, and demands will probably affect employment, tenure, promotion, graduate admissions, etc. A single plan for the College would be difficult to implement, or so generalized as to constitute no effective plan of affirmative action. Each department thus seems

the most qualified judge of meaningful and reasonable goals and procedures which would work to overcome existing discriminatory practices. Further, if the departments prepare workable plans, the University affirmative action plan is less likely to become set as the principle standard of policy and departments will conserve some measure of autonomy.

Because the proportion of women in academia qualified by education and experience to fulfill administrative positions is very much higher than the proportion who hold such jobs, there seems to be a need for a plan covering employees of the administrative branch of the College. The Dean of the College is the most qualified person to prepare such a plan. Those employed in administration would come under the College administration's affirmative action plan and/or the plan of their department.

The Committee suggests that each department begin preparation of a plan immediately. Procrastination raises the probability that a complaint will be filed against the department or against the University as a whole. While the Committee suggests no policing actions to force departments to prepare plans, it is obvious that the University will have to take enforcement action if the departments fail to take initiative in evaluating and changing discriminatory practices.

## Identification of Discriminatory Practices

Traditions vary from one academic discipline to another. A hiring practice labeled as discriminatory in one discipline may be considered an affirmative action in another. In some disciplines, one simple test of discrimination is derived from the history of the department's record in awarding of degrees and its record in hiring practice. Say a department traditionally hires people who hold a certain degree, and it also awards that degree. If the proportion of women hired who hold that degree is significantly lower than the proportion of women being awarded the degrees who choose to teach, a prima facie case for investigating sexist hiring practices exists. A committee's survey showed that this is almost universal among the departments of the College.* If objective tests do not apply and the department is convinced it could demonstrate that any pattern which might be interpreted as evidence of discriminatory practices is in fact specious, it would still be advisable to have an affirmative action plan. In such a case, the department would be advised to prepare a clear statement of its present practices relative to employment. This statement should be periodically re-evaluated and adjusted as necessary. The Committee suggests that it is much easier to establish an affirmative action plan than to codify and justify present practices even if these are not discriminatory.

* See Appendix A

If a department is satisfied that existing practices are non-discriminatory, such practices can be written up as an affirmative policy to show evidence of and to insure the achievement of non-discriminatory goals.

## Quotas and Goals

Affirmative action plans may be based on quotas or they may be based on goals. The latter is usually preferable, as it does not commit the employer to the pursuit of what may be unobtainable. By the "quota" plan, women are hired in a proportion equal to that of women in the general population of persons qualified for the job by virtue of education and experience. Implementing an exact plan is virtually impossible.

In the "goal" plan women are hired under the same criteria used for the hiring of men (academic qualifications, availability by a certain date, experience). Affirmative action to implement this goal would involve planning to keep records relative to the hiring decision on all candidates, advertising in places equally accessible to men and to women who might be qualified, etc. If this goal was not recognized before the plan was formulated, affirmative action should provide redress from past discriminatory practices. A typical affirmative action plan to provide redress would be to give preference to the hiring of equally qualified women for a stated period of years or until a reasonable balance is attained.

The Committee suggests that the focus be on goals. It is not difficult to be altruistic and establish relatively clear statements about what we would like to accomplish. These are the goals. Having established the goals, it is not quite so difficult to design plans for achieving them. Plans may be designed in stages, may make allowance for existing conditions, or may be mere outline suggestions in their early formulations. Once such plans are made it is relatively easy to discern if the present employment practices are discriminatory relative to the planned practices or if they are not. If they are, affirmative action to provide redress from discrimination is the next step. Redress measures are critically important to an affirmative action plan, but they need not be formulated as policy until the goals and plans for implementing them are fairly well codified.

## RECRUITMENT

It is recommended that:

1. Recruitment by affirmative efforts be done to fill new faculty lines and administrative posts with qualified women candidates.
   (A common basic determinant to this and other proposals is that the selected candidate be as qualified as any other known and available candidate.)

2. Job descriptions to be provided for all positions.

3. Advertising of positions be done through:
   - Notices in journals published in the discipline.
   - Letters sent to Chairpersons of institutions producing doctoral graduates in the discipline.
   - Posting of notices on departmental bulletin boards.
   - Letters sent to the heads of divisions of units in private industry and government where applicable, such as the National Science Foundation, HEW, museums, and other appropriate institutions.
   - Job listings at professional meetings.

4. Full or part-time* administrative and teaching positions be publicized as equally available to men and women.

5. More women be appointed to selection committees.

6. The selection process include records showing why the person chosen for the position was selected and that an extensive circulation of the job description was undertaken to recruit well-qualified persons.

7. Graduate assistantships be publicized as equally available to men and women.

8. Departmental committees be formed to assist chairpersons in evaluating candidates for existing positions and graduate assistantships.

* A part-time faculty member is here understood to be one who has the same type of load as a full-time faculty member whether teaching, research, administration and/or other duties but to a less than full-time compensatory status. These members of the faculty constitute special cases requiring special consideration for advancement (salaries, promotions, tenure, leaves, etc.) within regular faculty ranks. A prime source advocating regular faculty status for part-time faculty is the paper by Sheila Tobias and Margaret Rumberger. See Appendix B.

## SALARIES

It is recommended that:

1. There be equity in pay, contract status, fringe benefits for men and women in the same job category with comparable education, experience, and performance.

2. The salaries of women as compared with men at the same rank with equal qualifications and performance be given immediate attention for equalization.

3. The University establish a fund for equalizing salaries and wages of female employees as inequities are identified.

4. Employees on a part-time* basis be provided with benefits commensurate with those of full-time employees.

5. Salary information broken down by rank and department be made readily accessible to faculty of the College.

6. University committees dealing with salaries have proportional representation of women.

7. Continuing studies of salaries be effected so that if discrepancies do occur, the reasons for them can be identified and steps to rectify the situations can be taken.

8. Women be given equal access to summer teaching appointments.

## PROMOTIONS

It is recommended that:

1. The University administration make periodic checks to insure that when women remain at the same level in a department longer than men in the same department, discrimination is not at work.

2. The University check cases of persons who have not been recommended for promotion after a set period of time to examine if discrimination is at work.

* Refer to footnote on page 6

3. The Dean of the College and Department Chairpersons make an effort to insure that promotion policies are applied equally to men and women.

4. Explicit College and University recognition be given part-time* faculty status as a basis for accumulating credit toward promotion.

5. More effective use of the University Grievance Committee and ombudspersons in salary disputes be effected.

6. Women be members of College and University committees dealing with promotion.

7. Equal application of qualifications of Ph. D., or equivalent, publication and other performance criteria be made for men and women.

8. When granting tenure and promotion, consideration be given to the fact that improvement of professional competency in specific disciplines is sometimes achieved through avenues equivalent to earning a doctorate and publishing.

## TENURE

It is recommended that:

1. The Dean of the College and Department Chairpersons make an effort to insure that tenure decisions are applied equally to men and women.

2. All part-time* faculty be given proportionate credit toward tenure (with fringe benefits) and that procedures be established to evaluate that "proportionate credit."

3. Non-tenured faculty may be allowed to take parental leave up to a specified time and be allowed an extension of appointment equivalent to the time for which they were on leave.

4. Appointment of part-time* faculty to rank and tenure status where qualifications warrant be made independent of sex.

## LEAVE

It is recommended that:

1. Women be given equal consideration for released time, research grants, sabbatical and non-paid leaves and that they be actively encouraged to complete doctoral studies and/or otherwise further their professional growth.

* Refer to footnote on page 6

2. Parental leave (e.g., maternity leave, child care leave for either parent) be established for a previously specified time.

## ADDITIONAL RECOMMENDATIONS

The following areas warrant further consideration but do not fit into the previous sections. They are areas in which the Committee found inequities.

It is recommended that:

1. Women be nominated and/or appointed to University and College committees by a goal rather than a quota system.

2. Recognition be given to the faculty involved in inter-collegiate competitive sports programs for women with provisions for equal load and/or pay for time spent in coaching and traveling.

3. Load time of performing arts faculties be adjusted to allow for time spent in rehearsals and performances.

4. Part-time* faculty be given voting privileges commensurate at least with the amount of their part-time status.

5. Inequities in TIAA-CREF payment schedules be eliminated.

6. The feasiblity of a child care center for faculty, staff, and graduate students be studied.

7. The faculty be informed that the old nepotism rule is no longer binding.

8. Faculty status be recommended without regard to marital status.

9. Women in the College be advised that once affirmative action plans are established, full implementation of anti-discriminatory goals will involve taking advantage of newly available opportunities. Women presently in the College should be encouraged to undertake new roles for which they are qualified.

10. AN ONGOING COLLEGE COMMISSION BE APPOINTED TO REVIEW IMPLEMENTATION OF RECOMMENDATIONS WITHIN THE DEPARTMENTS OF THE COLLEGE.

* Refer to footnote on page 6

## OPERATIONAL PROCEDURES FOR AFFIRMATIVE ACTION PLANS

It is recommended that:

Common procedures be followed in methods of affirmative action. Specifically that:

1. An affirmative action plan detailing the numerical goals of each unit be written by each department.

2. Affirmative action timetables be established to implement the goals and that these be stated no later than December 1, 1973.

3. Definite procedures be immediately established and utilized in the implementation of the affirmative action goals.

## Appendix A

The documented reports of similar study committees on the faculty status of women at other leading institutions* demonstrated that (1) women representation on faculties was generally minimal, (2) they are concentrated at the lower ranks, (3) where they are represented in higher proportions it is in limited, traditionally held positions, as in Home Economics and Nursing and (4) they receive lower average compensation at every rank level. The results of the data gathered on women faculty in the College of Liberal Arts at ASU are consistent with this general pattern. The salary data presented to the committee documented the significantly wide differential in salary at every faculty rank. Additionally, the trend data accumulated for the period of 1967 to 1972 indicates that in the recruitment process there has been no substantial upward trend in the total participation of women on the faculty. Throughout the period women faculty have remained concentrated at the bottom ranks.

The specific trend data is attached summarizing the data on all departments in the College of Liberal Arts. Documented is the pattern in the College that parallels the other institutions. The overall proportion of women on the faculty- 14% in 1967 and 16% in 1972- shows insignificant variation. Further, the slight upward trend maintains the former pattern of concentration at the bottom ranks. In 1967 the proportion of women faculty at the upper ranks of Associate Professor and Professor was 11% and in 1972 it was 10%. At the lower ranks of Instructor and Assistant Professor the average proportion of women was 21% in 1967 and in 1972 it was 26%. Given the more than double ratio of women at the lower ranks compared to the upper ranks in 1967 there was no lack of an internal pool of faculty women upon which to draw that would have enabled a growth in the proportion of women at the Associate Professorial and Professorial ranks. Most of the departments in the College have maintained a minimal inclusion of women on their faculty at any rank. Of the 78 faculty women in the College in 1972, 63 were in four departments: English (33% of the department), Foreign Languages (28% of the department), Physical Education and Recreation (26% of the department) and Home Economics (89% of the department). With two exceptions- Mathematics (10%) and Sociology (11%)- all the other departments in the College averaged less than 10% of women on the faculty.

In sum, the College of Liberal Arts at ASU has a similar pattern to that at other leading academic insitutions which have found cause to implement a variety of affirmative action steps in respect to equity for women faculty.

* The Committee received findings and recommendations from a wide distribution of major universities including: University of California, Colgate University, Louisiana State University, University of Massachusetts, University of Michigan, University of Minnesota, Princeton, Wayne State University, Wesleyan and Yale.

COLLEGE OF LIBERAL ARTS

- All Departments -

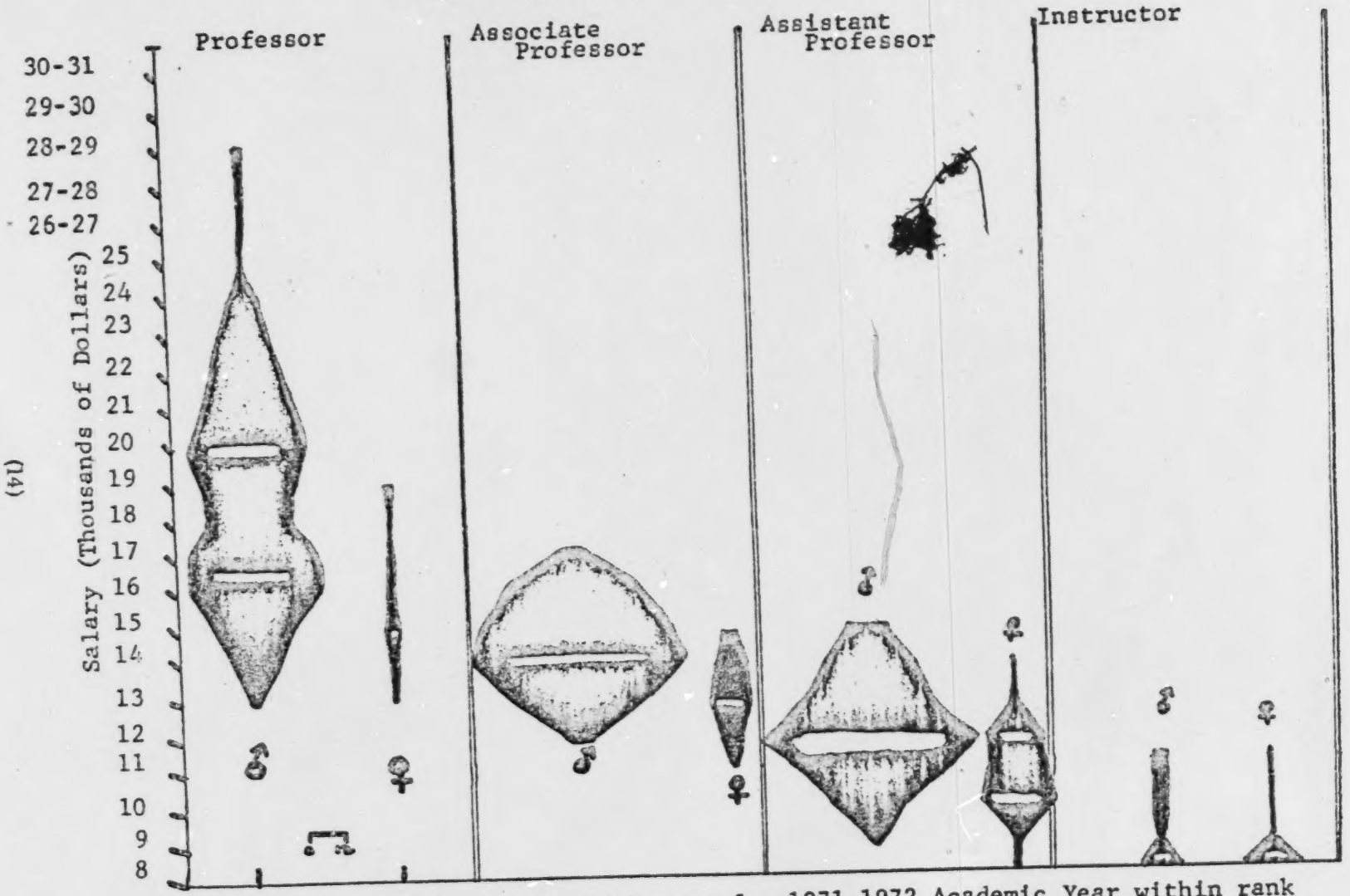
| RANK | YEAR | WOMEN | | TOTAL FACULTY |
|---|---|---|---|---|
| | | Per Cent | Number | Number |
| Full Professor | 1967 | 7% | 8 | 114 |
| | 1969 | 7 | 9 | 128 |
| | 1971 | 8 | 11 | 146 |
| | 1972 | 8 | 11 | 153 |
| Associate Professor | 1967 | 16% | 13 | 77 |
| | 1969 | 20 | 16 | 81 |
| | 1971 | 12 | 14 | 114 |
| | 1972 | 13 | 15 | 118 |
| Assistant Professor | 1967 | 12% | 17 | 137 |
| | 1969 | 12 | 17 | 137 |
| | 1971 | 15 | 22 | 144 |
| | 1972 | 15 | 29 | 171 |
| Instructor | 1967 | 27% | 13 | 48 |
| | 1969 | 35 | 17 | 48 |
| | 1971 | 40 | 19 | 48 |
| | 1972 | 37 | 23 | 63 |
| All Ranks | 1967 | 14% | 52 | 374 |
| | 1969 | 15 | 59 | 402 |
| | 1971 | 15 | 66 | 451 |
| | 1972 | 16 | 78 | 496 |

## Employment Figures on Female Faculty Members Released by HEW

Females comprise 22.5% of the Nation's 254,930 full-time college and university faculty members with 9 and 10 month contracts, but they receive average salaries almost $2,500 below those of their male counterparts, the HEW Office of Education has announced. Average annual salary for the 57,297 female faculty members was $11,865 as compared to $14,352 for males, according to the figures which were compiled by the Office of Education's National Center for Educational Statistics and which are based on data for the 1972-3 school year.

Females also do worse than males in the area of advancement. The study shows that only 9.7% of all female faculty members have achieved the rank of professor compared with 25.5% of all males. Based on limited comparable historical data, the only substantial gain made by female faculty members in the last 10 years has been an increase in the proportion of women with the rank of instructor, which rose from 30.9% in 1962-3 to 43.5% at present.

ARIZONA STATE UNIVERSITY -- ALL COLLEGES




Faculty salaries compared by sex for 1971-1972 Academic Year within rank

(14)

## APPENDIX B

The Committee recommends consideration of full faculty status for part-time faculty.

Faculty, who have held full-time status and who have achieved promotion through ranks and tenure, are allowed to retain those positions if they later reduce their faculty commitment to part-time. A logical extension of this policy is to allow those who enter the system on a part-time basis equal opportunity for professional advancement. Given the childrearing and household roles of many academically qualified women, which generally require that they work part-time, achievement of promotion through ranks and tenure, needs to be considered. This policy adoption would specifically recognize different and legitimate professional needs of qualified women. The policy would also benefit the University by hiring and retaining qualified individuals who have been excluded.

1. The Faculty Handbook of Princeton University states:

> Those members of the faculty on less than full time appointment as well as those who unite administrative duties with teaching and research constitute special cases requiring special consideration for advancement within regular faculty ranks.

2. A prime source for this proposal is the following paper:

# FULL-STATUS PART-TIME FACULTY: PROBLEMS AND POSSIBILITIES

Paper Presented To The American Council On Education Annual Convention

October 6, 1972
Miami, Florida

by

Sheila Tobias
Wesleyan University
and
Margaret Rumberger
AAUP

## BACKGROUND

A simple summary of the number or percentage of women on college faculties can be very misleading if one hopes to find therein an indication of women's status in the academic community. For while women, unlike Blacks, Puerto Ricans and Chicanos, are and have been present in teaching and research positions, they are so marginally placed that they often function as para-professionals, regardless of their training and aspirations. The concentration of women in the lower ranks, and particularly in the positions of lecturer and instructor, has important implications for their academic careers, as well as for their salaries. In most institutions, these faculty do not have voting privileges at faculty meetings and are not eligible for the full range of faculty benefits, including leaves, support for scholarship, tenure and an opportunity to participate in decision-making. Marginal appointments, even if full time, usually carry one-year contracts, provide little security and almost no research stability, and usually carry with them little possiblity for promotion. Women in science have had to give up grants, even where they were eligible to apply for them, because they could not guarantee the grantor their own continuous university affiliation over the long term.

How and why does this concentration of women in marginal positions occur and what can be done about it?

The first appointment after the Ph. D. very often determines the pattern that is to follow. A study of women historians undertaken by the American Historical Association (AHA, 1972, p. 19) showed that

> While only 5% of the men employed have been engaged at the rank of Visiting Lecturer, Lecturer, and Instructor, these lower categories embrace the ranks at which 32% of the women were engaged.

According to this study, seventy-seven percent of all the men Ph. D. 's had been hired as Assistant Professors, as opposed to only 47% of the women Ph. D. 's. One reason for this differential, the AHA suggests, is that women do not have the range of choice in employment that men have. Those who were surveyed generally had had only one offer for that first job while 54% of the employed men had received more than one offer of a job. Another reason is of course related to the high incidence of dual academic careers among married couples. Generally, the wife's opportunities have a lower priority than the husband's. Too often geographical location, as the AHA questionnaire documents, is the most urgent consideration in a married woman's job hunt.

Another reason that women accept marginal employment is that the probationary period for an Assistant Professor, as Alice Cook (AAUP Bulletin, 1972) points out, exactly overlaps the child-bearing years. Rigidly defined and inflexibly administered, requirements for tenure assume that the years prior to tenure require so complete a full-time commitment, that the professional who is married cannot hope to compete while rearing children. Hence, anxious not to have to face a tenure decision after seven years, she accepts a marginal position instead.

A third source of non-ladder faculty is the late bloomer who returns for graduate education after her children are grown and is considered "too old" when she completes the doctorate to be placed on the traditional career route.

One important reason why women professionals have historically accepted non-ladder appointments is what has been a preference for part-time work during all or part of their careers. While a part-time commitment to teaching has long been acceptable as long as it is accompanied by a professorial title, tenure and in some cases grant funds, part-time service in the early years of one's career has been frowned on and discouraged. Nowhere is it clearer that women have had to adjust to career patterns convenient to and established by men. As Jo Freeman has noted,

> The life style of the population of intelligent, highly educated women, are more heterogeneous than those of men. Yet the University is geared to serving the needs of men or of those who most closely resemble them. Only women who can organize their own lines, however uncomfortably, into the environment created for men, can succeed there.

## AAUP PROTECTION PRACTICES

The 1940 Statement of Principles on Academic Freedom and Tenure, jointly formulated by the American Association of University Professors and the Association of American Colleges, and endorsed by over 80 educational and professional organizations, is the basic document on tenure and the probationary period. The 1940 Statement explicitly provides that tenure should be awarded after seven years of "full-time service". Actually, the 1940 Statement extends its protection well beyond what is at some institutions a rather exclusive tenure track, to include many of these persons serving the fringes in marginal ranks. To gain coverage under the 1940 Statement, one must teach a full-time load; title does not matter.

Thus according to AAUP policy, any person enjoying full-time faculty status, regardless of whether or not the institution regards the rank involved as "on the tenure track," should be regarded as having tenure after seven years of full-time service. Many institutions employ an "up or out" policy for instructors or other non-tenure bearing positions, however, so that in effect such persons may not have the same opportunities for tenure which accrue to those in the professional ranks.

In the enforcement of the standards set forth in this basic AAUP statement and those which succeed and amplify it, the situation of part-timers is quite another matter. The AAUP has taken the position that part-time service does not necessarily accumulate credit toward tenure (provided of course that what is involved is actually part-time and not a full-time load masquerading in a technical part-time affiliation), and to date it has not extended the protections of notification of nonrenewal to part-time faculty. It should be noted however, that AAUP standards do not preclude an individual's being given credit for part-time service. But in many cases an individual may in fact teach for many years on a part-time basis, and have less security of employement than the first year full-time appointee, who must at least be afforded notice by March 1. Often the part-timer is assured of a position only when the enrollment figures permit, and consequently may be informed as late as the commencement of the academic year that no appointment will be forthcoming.

## REGULARIZING PART-TIME FACULTY

Part-time faculty no longer constitutes the monolithic (and usually expendable) workforce which it was in the past. While it is true that many persons do take on part-time positions on a moonlighting basis, often at more than one institution in a given area, and/or in addition to other employment, some persons teach part-time not because they want to but because

they are compelled to by the exigencies of family responsibilities. This is particularly true in the case of women. Take for example, an individual for whom a part-time affiliation may most conveniently and agreeably be of short duration, to permit her to fulfill temporarily the burdens of parenthood, then return to the full-time professional duties for which her training has prepared her. Or take the case of the individual who may wish to remain in a part-time affiliation for a longer period, but feels that appropriate recognition of professional ability should accompany what is for her a full-time intellectual commitment. In both cases the individuals are usually out of luck, and are thrust against their will onto the fringes of the profession, if not out of it all together. And for men who may wish to devote time to raising a family, the practical possibility of so doing is simply ruled out, if not by economic or professsional exigency, then by cultural mores.

Over the past several years, however, a number of interesting responses have been developed to the problems of the "regular" part-time faculty member, or the person who wishes temporarily to assume a reduced load, usually in the context of affording greater opportunity to women in the academic profession. Such responses have ranged from permitting regular faculty members to assume a reduced teaching load for a short period of time in order to accommodate family responsibilities, and to extend accordingly the probationary period; to the creation of a special but limited category of part-timers who may enjoy full faculty tenure in their part-time positions after the expiration of a stipulated period. Still other institutions have moved to permit part-time faculty members to enjoy professorial titles in accordance with their abilities as teachers and scholars, and to establish equitable standards for notification, pay scales, fringe benefits and opportunities for community service for persons serving regularly on a less than full-time basis.*

*Institutions which have recently developed policies regularizing part-time faculty appointments include Columbia, Princeton, Yale, Cornell, Colgate and Wesleyan Universities, and the University of Wisconsin.

## TOWARD MORE FLEXIBLE CAREER PATTERNS

The critical question appears to be not how can one provide a full and fair opportunity to individuals in positions which are considered marginal and expendable, but rather how can one change the concept of the academic career itself so that individuals will be able without extraordinary means to develop and maintain themselves as professionals if it becomes necessary to assume a part-time teaching load. A few suggestions on how this might be done are offered herein:

1. First of all, and this should be the first rule for all institutions, it should not be assumed that women want or need part-time positions as opposed to full-time positions. Convenient selective application of socialist principles to the contrary, not all women have husbands to support them, and even some of those who do might like to give their partner a chance to relax around the house for a while. Nor should women be encouraged or compelled to accept part-time affiliation if they are capable and willing to teach full-time.

2. Secondly, opportunity should be made available for those individuals who have heavy family repcnsibilities for a short period during their professional lives to assume a reduced load temporarily, and to return to full-time status when their schedules permit. Maximum flexibility should be accorded during the probationary period in particular, during which tradition has decreed that thou shalt pursue mightily and with all thy strength until thou hast achieved Tenure. Men as well as women should be eligible for reduced load appointments.

3. Thirdly, provision should be made for those individuals who wish to teach regularly on a part-time basis to enjoy many of the rewards and benefits which accrue to regular faculty status. These "regular" part-timers should be willing to undergo the same sort of critical professional evaluation as accorded their full-time colleagues, and should be prepared to contribute time and energy in such areas as counseling, faculty committee work, the maintaining of office hours. If they wish to gain acceptance in the mainstream, the regular part-timers must be prepared to accept numerous obligations which may not have been required of them in the past. And in return, an institution may gain tremendously from having a specialist in a particular field teaching on a regular part-time basis when it might not be in a position to afford a full-time person.

Of course it must be recognized that some institutions will find it considerably easier to implement these policies than others. Those with a stable faculty and student body (not to mention endowment) will in particular be in a better position to stabilize their part-time situation than, say, a large urban multiversity with a floating student population and literally hundreds of part-timers moonlighting from other jobs.

It is easy, for example, for Princeton University to say that it will inaugurate a "limited" policy of part-time tenure appointments; it is not quite so easy to ask New York University to distinguish among its regular and "irregular" part-time faculty, or to provide them the same expectation of continuity and benefit which are accorded the full-time faculty. Things must start somewhere, however, and we believe that a good start has been made in a number of colleges and universities in the East.

University faculties and administrators who are concerned about the exploitation of part-time faculty, and about the lack of flexibility which compels talented professsional women to drop out altogether from a system that demands too much at the wrong time, must labor in the coming years to devise workable programs to rectify these inequities. It may not be easy, but what worthwhile challenge is?